

Teacher's Scoring Guide



Grade 3
English/Language Arts
and Mathematics

Fall 2007

Indiana Statewide Testing for Educational Progress



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INTRODUCTION

During the fall of 2007, Indiana students in Grades 3 through 10 participated in the administration of *ISTEP+*. The test for *ISTEP+* Fall 2007 consisted of a multiple-choice section and an applied skills section. For Grade 3, the multiple-choice section was machine-scored, while the applied skills section, which consisted of a writing prompt for English/Language Arts and open-ended questions for Mathematics, was hand-scored.

The test results for both the multiple-choice and applied skills sections were returned to the schools in late November 2007. Copies of student responses were returned to the schools in early December 2007. It is the expectation of the Indiana Department of Education that schools will take this opportunity to invite students and parents to sit down with teachers to discuss the results. To support this endeavor, the Indiana Department of Education has prepared the following *Teacher's Scoring Guide*. The purpose of this guide is to help teachers to:

- understand the methods used to score the *ISTEP+* Fall 2007 applied skills section, and
- discuss and interpret these results with students and parents.

In order to use this guide effectively, you will also need the Student Report and a copy of the student's work.

The scoring guide for Grade 3 contains a section for English/Language Arts and a section for Mathematics. In each section, you will find:

- an introduction,
- a list of the Grade 2 Indiana Academic Standards for either English/Language Arts or Mathematics,*
- rubrics (scoring rules) used to score the open-ended questions and the writing prompt,
- anchor papers that are actual examples of student work (transcribed in this guide for clarity and ease of reading), and
- descriptions of the ways in which the response meets the rubric criteria for each of the score points.

When you review the contents of the scoring guide, keep in mind that this guide is an overview. If you have questions, write via e-mail (istep@doe.state.in.us) or call the Indiana Department of Education at (317) 232-9050.

* Because *ISTEP+* is administered early in the fall, the Grade 3 test is based on the academic standards through Grade 2.

INTRODUCTION TO THE ENGLISH/LANGUAGE ARTS WRITING ASSESSMENT

The ability to write clearly and effectively is more important today than ever. By asking students to write, educators send a clear message to students that the ability to organize one's thoughts clearly and logically and to use standard language (grammar) conventions is valuable. This is why the Indiana Department of Education developed a writing assessment for *ISTEP+*. The purpose of the writing task is to assess students' abilities to (1) communicate effectively in writing and (2) use correct language conventions (e.g., grammar, spelling, punctuation, and capitalization).

The writing assessment developed for *ISTEP+* is based on the recognition that writing is a process. For this reason, the writing tasks are closely aligned with the writing process.

Students

- **are given a writing prompt.**
The prompt describes what the students should write about. For example, in Grade 3 the students were asked to write a story about something they enjoy doing.
- **engage in pre-writing and drafting.**
Pre-writing and drafting are planning phases. During these phases, students begin to organize and get their ideas on paper. The pre-writing and initial drafts are not scored.
- **revise their writing.**
During the revision stage, students focus on the content, organization of ideas, and overall meaning of the writing. Students should ask themselves, "Does my writing say what I want it to say?"
- **edit their writing.**
The focus during the editing phase is on the correct use of grammar, spelling, punctuation, and capitalization. An Editing Checklist is provided in the test book to remind students to review their papers for these elements.
- **complete a revised and edited draft.**
The revised and edited draft is the completed student response. **Only this revised and edited draft is scored.**

Although a standardized testing situation does not permit full implementation of the writing process (e.g., peer/teacher conferencing or multiple revisions), the process described above encourages students to use the skills learned in the classroom to communicate their ideas effectively. **The Indiana Department of Education encourages teachers to familiarize students with the writing process and the rubrics used to score their writing.**

RUBRICS FOR THE WRITING ASSESSMENT

A rubric is a description of student performance that clearly articulates the requirements for each of the score points. Scoring rubrics are essential because they ensure that all papers are scored objectively. Moreover, because the writing rubrics were developed by Indiana teachers, they represent those characteristics of writing that Indiana educators identify as important.

There are two types of rubrics used to score student writing on *ISTEP+*.

- **Writing Applications Rubric**

This rubric assesses the students' ability to communicate their ideas effectively. The Grades 3–5 Writing Applications Rubric has three major categories: (1) Ideas and Content, (2) Organization, and (3) Style. Under each major category there are specific criteria that describe the category more fully. For a detailed description of the categories and the scoring criteria for each of the six performance levels, see the Writing Applications Rubric on pages 10 through 15.

- **Language Conventions Rubric**

This rubric assesses students' abilities to use grammar, spelling, punctuation, and capitalization. The Grades 3–5 Language Conventions Rubric is directly linked to the Editing Checklist in students' test books. For a description of the Language Conventions Rubric, see page 16.

In conjunction with the writing rubrics, anchor papers are used to score student writing. **Anchor papers are examples of actual student responses that meet the rubric criteria for a particular score point.** Anchor papers for Writing Applications and Language Conventions are shown on pages 21 through 29. These anchor papers have been transcribed for publication to make them clearer and easier to read.

Based on the rubrics and the anchor papers, each student paper receives two scores, one for Writing Applications and one for Language Conventions. Both of these scores are derived holistically. In holistic scoring, each paper is assigned the score points that provide the **best overall description of the performance**. In this scoring process, evaluators examine each response as a whole for the body of evidence of writing ability, rather than concentrating on any single factor, such as length of the essay or the number of errors contained in the writing.

Each score point covers a range of performance. The anchor papers presented in this guide represent the types of responses most commonly found at each score point level. These anchor papers also represent the most typical combinations of Writing Applications and Language Conventions scores (e.g., 6/4, 5/4, 4/4, 3/3, 2/2, 1/1). Other combinations of scores, though not as common, are also possible.

RUBRICS FOR THE WRITING ASSESSMENT (cont.)

If a response is unscorable, it is assigned one of the following condition codes:

- A Blank/No response/Refusal
- B Illegible
- C Written predominantly in a language other than English
- D Insufficient response/Copied from text
- E Response not related to test question or scoring rule

In addition to their function as a scoring device, rubrics are an effective instructional tool. We encourage teachers to use rubrics as a regular part of classroom instruction. Teachers may discuss the rubric categories, provide examples of the strategy/skill from published and student writing, model the strategy/skill that supports each category, and use the rubrics as a basis for teacher/peer/self evaluations. These activities will support student growth and allow students to enter the testing situation with confidence.

SCORING NOTE FOR LANGUAGE CONVENTIONS

In the writing prompt, students are not penalized more than once for a given error (e.g., a capitalization or punctuation error associated with a run-on sentence or sentence fragment).

ENGLISH/LANGUAGE ARTS GRADE 2 INDIANA ACADEMIC STANDARDS

☐ **READING: Word Recognition, Fluency, and Vocabulary Development**

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

☐ **READING: Comprehension**

Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what they read. In addition to their regular school reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational) texts (such as grade-level-appropriate classic and contemporary literature, poetry, children's magazines and newspapers, dictionaries and other reference materials, and online information).

☐ **READING: Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read.

☐ **WRITING: Process**

Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

☐ **WRITING: Applications**

Students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4—WRITING: Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

☐ **WRITING: English Language Conventions**

Students write using Standard English conventions appropriate to this grade level.

☐ **LISTENING AND SPEAKING: Skills, Strategies, and Applications**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

(Because this standard does not lend itself to a paper-and-pencil test, it is not currently assessed by ISTEP+.)

NOTE: This page provides an overview of the Indiana Academic Standards. The IDOE Web site at www.doe.state.in.us contains a complete version of the Indiana Academic Standards, which may be downloaded.

WRITING APPLICATIONS OVERVIEW

Grades 3–5

Overview of the Writing Applications Rubric

This rubric summarizes the scoring requirements for each of the six performance levels. To determine the criteria for a specific score point, read across the rows.

For more detailed information about each of the score points, refer to the Writing Applications Rubric on pages 10 through 15. For information about the Language Conventions Rubric, turn to page 16.

Score Level	Ideas and Content
	Does the writing sample
6	<ul style="list-style-type: none"> • stay fully focused? • include thorough and complete ideas?
5	<ul style="list-style-type: none"> • stay focused? • include many relevant ideas?
4	<ul style="list-style-type: none"> • stay mostly focused? • include some relevant ideas?
3	<ul style="list-style-type: none"> • stay somewhat focused? • include some relevant ideas?
2	<ul style="list-style-type: none"> • exhibit less than minimal focus? • include few relevant ideas?
1	<ul style="list-style-type: none"> • have little or no focus? • include almost no relevant ideas?

Chart continues on page 9.

WRITING APPLICATIONS OVERVIEW

Grades 3–5

Chart continued from page 8.

Score Level	Organization	Style
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> • have clear order? 	<ul style="list-style-type: none"> • exhibit exceptional word usage? • exhibit writing that is fluent and easy to read? • display a strong sense of audience?
5	<ul style="list-style-type: none"> • have clear order? 	<ul style="list-style-type: none"> • exhibit more than adequate word usage? • exhibit writing that is fluent and easy to read? • display a sense of audience?
4	<ul style="list-style-type: none"> • have order? 	<ul style="list-style-type: none"> • exhibit adequate word usage? • exhibit writing that is readable? • display some sense of audience?
3	<ul style="list-style-type: none"> • have some order? 	<ul style="list-style-type: none"> • exhibit minimal word usage? • exhibit writing that is mostly readable? • display little sense of audience?
2	<ul style="list-style-type: none"> • have little order? 	<ul style="list-style-type: none"> • exhibit less than minimal word usage? • exhibit writing that is hard to read? • display little sense of audience?
1	<ul style="list-style-type: none"> • have little or no order? 	<ul style="list-style-type: none"> • exhibit less than minimal word usage? • exhibit writing that is hard to read? • display little or no sense of audience?

NOTE: The chart on pages 8–9 is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers and may be found on pages 10 through 15.

Writing Applications Rubric Grades 3–5

SCORE POINT 6	
A Score Point 6 paper is rare. It fully accomplishes the task and has a distinctive quality that sets it apart as an outstanding performance.	
Ideas and Content	
<p>Does the writing stay fully focused? Does it</p> <ul style="list-style-type: none"> • stay on the topic? • avoid rambling and/or repeating information? <p>Does the writing sample include thorough and complete ideas? Does it</p> <ul style="list-style-type: none"> • include in-depth information and supporting details? • fully explore many facets of the topic? 	
Organization	
<p>Does the writing have clear order? Does it</p> <ul style="list-style-type: none"> • follow a clear sequence with a beginning, a middle, and an end? • have a logical progression of main ideas and support? 	
Style	
<p>Does the writing sample exhibit exceptional word usage? Does it</p> <ul style="list-style-type: none"> • include dynamic words and provide rich details, strong verbs, and/or vivid descriptions? • demonstrate control of a challenging vocabulary? <p>Is the writing fluent and easy to read? Does it</p> <ul style="list-style-type: none"> • sound natural? • include varied sentence patterns? (Writing may include complex sentence patterns.) <p>Does the writing sample display a strong sense of audience? Does it</p> <ul style="list-style-type: none"> • have a unique perspective? It may be original, lively, authoritative, and/or interesting (i.e., have a clear voice). 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 5	
A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.	
Ideas and Content	
<p>Does the writing stay focused? Does it</p> <ul style="list-style-type: none"> • stay on the topic? • very seldom ramble and/or repeat information? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide some in-depth information? • provide supporting details? • explore many facets of the topic? 	
Organization	
<p>Does the writing have clear order? Does it</p> <ul style="list-style-type: none"> • follow a clear sequence with a beginning, a middle, and an end? • have a logical progression of main ideas and support? 	
Style	
<p>Does the writing sample exhibit more than adequate word usage? Does it</p> <ul style="list-style-type: none"> • include dynamic words and use vivid or challenging words? <p>Is the writing fluent and easy to read? Does it</p> <ul style="list-style-type: none"> • sound natural? • include varied sentence patterns? (Writing may include complex sentences.) <p>Does the writing sample display a sense of audience?</p> <ul style="list-style-type: none"> • Writing may have a unique perspective. It may be original, lively, authoritative, and/or interesting (i.e., have voice). 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 4
<p>A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.</p>
<p>Ideas and Content</p> <p>Does the writing stay mostly focused?</p> <ul style="list-style-type: none"> Does it mostly stay on the topic? (Writing may include minor tangents.) Writing may include some rambling and/or repetition. <p>Does the writing sample include some relevant ideas and information?</p> <ul style="list-style-type: none"> Does it present related information? Writing may not fully develop details; it may list ideas with some detail.
<p>Organization</p> <p>Does the writing have order? Does it</p> <ul style="list-style-type: none"> follow a sequence, but possibly show a lapse (e.g., may start out with a clear beginning, but wander; may be missing a beginning, but have a conclusion)? have a logical progression of main ideas and support? (Writing may have lapses.)
<p>Style</p> <p>Does the writing sample exhibit adequate word usage? Does it</p> <ul style="list-style-type: none"> include mostly ordinary/common words (although some vivid or challenging words may be used)? <p>Is the writing readable? Does it</p> <ul style="list-style-type: none"> flow naturally most of the time (although it may be choppy or repetitive or may have run-on sentences/fragments in spots)? generally lack varied sentence patterns (although it may include some complex sentences)? <p>Does the writing sample display some sense of audience?</p> <ul style="list-style-type: none"> Is there an attempt to develop a unique perspective—original, authoritative, and/or interesting (i.e., have some voice)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 3	
A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.	
Ideas and Content	
<p>Does the writing stay somewhat focused?</p> <ul style="list-style-type: none"> Does it stay minimally focused on topic? (Writer may get distracted; may have a lapse in focus.) Writing may ramble and/or repeat information. <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> provide minimal information and not begin to exhaust the possibilities? provide minimal details, but does not develop details? 	
Organization	
<p>Does the writing have some order? Does it</p> <ul style="list-style-type: none"> show minimal evidence of logical sequence (e.g., may be missing a beginning, a middle, or an end)? require the reader to fill in gaps in the sequence? 	
Style	
<p>Does the writing sample exhibit minimal word usage? Does it</p> <ul style="list-style-type: none"> contain ordinary/common words? exhibit minimal evidence of word choice? <p>Is the writing mostly readable?</p> <ul style="list-style-type: none"> Writing may be difficult to follow in some sections. Writing may be hard to understand; the connection of ideas and information may be unclear. Does the writing lack sentence variety? <p>Does the writing display little sense of audience?</p> <ul style="list-style-type: none"> Writing may be repetitive, predictable, and/or dull (i.e., have minimal voice). 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 2	
<p>A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</p>	
Ideas and Content	
<p>Does the writing exhibit less than minimal focus?</p> <ul style="list-style-type: none"> • Writer may get distracted or drift away from topic. • Topic may not be developed. <p>Does the writing sample include few relevant ideas?</p> <ul style="list-style-type: none"> • Writing may include unfinished/fragmented ideas. • Writing may include only one or two bits of information. 	
Organization	
<p>Does writing have little order? Does it</p> <ul style="list-style-type: none"> • show little evidence of logical sequence (e.g., have no clear beginning, middle, or end)? • have some ideas that may not be related to each other? 	
Style	
<p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain ordinary/common words? • show no evidence of attention to word choice? <p>Is the writing hard to read?</p> <ul style="list-style-type: none"> • Reader may have to fill in gaps or guess what the writer was trying to say. • Does the writing lack sentence variety? <p>Does the writing sample display little sense of audience?</p> <ul style="list-style-type: none"> • Text may be flat, lifeless (i.e., have no voice). 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 1	
<p>A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.</p>	
Ideas and Content	
<p>Does the writing have little or no focus on topic?</p> <ul style="list-style-type: none"> Content may convey little meaning. <p>Does the writing sample include almost no relevant ideas and information?</p> <ul style="list-style-type: none"> Writing may contain unfinished ideas. Writing is likely to be brief. 	
Organization	
<p>Does writing have little or no order?</p> <ul style="list-style-type: none"> Does it lack the sequence of a beginning, a middle, and an end? Writing may have ideas that are not related to each other. 	
Style	
<p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> contain a very limited and simple vocabulary? <p>Is the writing hard to read?</p> <ul style="list-style-type: none"> Is sentence construction frequently incorrect? <p>Does the writing sample display little or no sense of audience?</p> <ul style="list-style-type: none"> Writing may be flat and lifeless (i.e., have no voice). 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Language Conventions Rubric Grades 3–5

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does writing exhibit a very good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Are there few or no errors in beginning capitalization? • Are there few or no errors in capitalization of proper nouns? • Are there few or no errors in ending punctuation? • Are there few or no errors in subject and verb agreement? • Are there few or no errors in the spelling of grade-level-appropriate words? • Does writing have few or no run-on sentences or sentence fragments?
Score	Does writing exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.</p> <ul style="list-style-type: none"> • Is most beginning capitalization correct? • Are most proper nouns capitalized correctly? • Do most sentences end with correct punctuation? • Do most sentences have correct subject and verb agreement? • Are most grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Is some beginning capitalization correct? • Are some proper nouns capitalized correctly? • Do some sentences end with correct punctuation? • Do some sentences have correct subject and verb agreement? • Are some grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Are there many errors in beginning capitalization? • Does writing have little or no evidence of capitalization of proper nouns? • Is end punctuation missing or incorrect? • Are there many errors in subject and verb agreement? • Are there many errors in the spelling of grade-level-appropriate words? • Are there run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

WRITING PROMPT AND STUDENT ANCHOR PAPERS

The following section contains an overview of the fall 2007 writing prompt. This section also includes transcriptions of student anchor papers that received particular scores based on the Writing Applications and Language Conventions rubrics found on pages 10 through 16 of this guide. Each sample paper is accompanied by an explanation of the score points it received.

Please note that in the sample anchor papers included in the scoring guide, actual names of people are often replaced by initials. Similarly, actual places are often replaced by generic designations (e.g., *Anytown* or *Hometown*).

Writing Prompt
WRITING: Applications/English Language Conventions

Pages 18 and 19 provide an overview of the parts of the writing prompt.

Writing Prompt

The prompt describes what ideas students should include in their writing.

NOTE: In Grade 3, the teacher reads aloud to the students all parts of the prompt, including the Pre-Writing Activity and all directions.

Fun Times

Read the information in the box. Then do the writing activity.

There are some things like drawing, reading, or playing sports that are fun to do. What is something you enjoy doing that is fun? When and where do you enjoy doing this? Why is this fun for you?

Write a story about something you enjoy doing. Tell why this is fun for you.

Pre-Writing Activity

These are statements or questions that will help the students begin to think about the topic and focus their thoughts on the requirements of the prompt before beginning to write.

Pre-Writing Activity

- Use the boxes on the next page to help you plan your story.
- Be sure your story has a beginning, a middle, and an end.
- Be sure to include details in your story to make it interesting.
- Here are some questions to help you think about your story:
 - ✓ What do you enjoy doing?
 - ✓ When do you enjoy doing this?
 - ✓ Where do you enjoy doing this?
 - ✓ Why is this fun for you?
- If you need more paper to plan your writing, ask your teacher.

Plan your writing.

Beginning of My Story

Middle of My Story

End of My Story

Graphic Organizer

Once students have thought about the requirements of the task, the graphic organizer helps organize their ideas logically. **The graphic organizer is not scored.**



Whenever you see this picture, you will be doing a writing activity. Your writing will be scored on how clearly you write and how well you get your ideas across. Your writing will not be scored on your personal opinions. Be sure to check your writing for correct grammar, spelling, punctuation, and capitalization.

NOTE: Only your writing on the lined pages in this book will be scored.

Writing Icon and Editing Checklist

The writing icon and the Editing Checklist remind students to use correct grammar, spelling, punctuation, and capitalization in their writing. **The explanation of the writing icon also indicates to students that their writing will not be scored on their personal opinions.**

Editing Checklist

- 1 Have you started each sentence with a capital letter?
- 2 Have you capitalized names of people and places?
- 3 Have you ended each sentence with the correct punctuation mark?
- 4 Have you spelled all words correctly?
- 5 Does the subject of your sentence agree with the action word (verb)?

Examples: Tom plays at the park.

They play at the park.

- 6 Have you written complete sentences?

Writing Applications

Score Point 6

The following list describes a writing sample (shown on the next page) that earns a **Score Point 6** using the *ISTEP+* Writing Applications Rubric.

This sample

- stays fully focused on the task (i.e., tells the story of Troop 555's stay at an overnight camp).
- includes thorough and complete ideas relevant to the topic (e.g., *Are [Our] camp is called Camp M. And our troop number is troop [Troop] 555*).
- is organized logically and sequentially, beginning with the writer's description of packing for the trip to the camp (e.g., *Right now [,] we're packing up; I hope I don't forget anything*), progressing to vivid details about the outdoor activities at the camp (e.g., *Then we went to the beach. It has sand on it and shell's [shells]. Also theres [there's] a river. After that [,] we went over a big steep hill [,] and there was a small river too [,] so we crossed the river, climbed the hill, and made it to the top*), and ending with the writer's description of packing for the trip home (e.g., *In the morning [,] we got packed up and left [,] and that was a REALLY FUN TIME!!*).
- uses a varied and descriptive vocabulary (e.g., *We are going to go hiking and make puffy pie pizza's [pudgy-pie pizzas]; The air tree is a huge tree that there is a hole in it [with a hole in it,] and if you stick your hand in the hole [,] air will come out*).
- is fluent and easy to read.
- contains a variety of sentence patterns, including some complex sentences.
- displays a strong sense of audience and maintains a lively, enthusiastic voice (e.g., *["] COOL [,] WE GET BUNK BEDS!! ["] I yelled; After all that hulabaloo [hullabaloo] was over [,] we went for a hike; That's the end [,] so . . . TATA [TA TA] FOR NOW!!*).

NOTE: A Score Point 6 paper is an outstanding performance and therefore is rare. It consistently demonstrates the characteristics of good writing as outlined in the rubric.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no beginning capitalization errors and no errors in the capitalization of proper nouns.
- has two ending punctuation errors (e.g., *Oh [,] did I say that I had a really fun time. [?] I did [,] didn't I. [?]*).
- has no subject and verb agreement errors.
- has two grade-level spelling errors (e.g., *Are [Our], super [supper]*), one of which (e.g., *Are [Our]*) seems to be a first-draft error.*
- has no run-on sentences and only one sentence fragment (e.g., *So . . . SO LONG!!*), which seems to be included for stylistic purposes.

*First-draft errors are those errors that have most likely been made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

NOTE: Grade 3 students are not expected to know all language conventions. They are assessed only on beginning capitalization, capitalization of proper nouns, end punctuation, subject and verb agreement, spelling of grade-level words, and formulation of complete sentences.

Title: Girl Scout Camp

Tomorrow my mom, my sister, and I are going to go to girl scout camp. Right now we're packing up. We are going to go hiking and make puffy pie pizza's. I hope I don't forget anything. Sooner or later . . . we are driving to camp. Are camp is called Camp M. And our troop number is troop 555. After a while we are at camp. COOL WE GET BUNK BEDS!! I yelled. The troop went outside. Miss E. our troop leaders helper was making a fire. All of us went down there and sat down on the logs. She told us that we were going to make puffy pie pizza's for lunch. After all that hulabaloo was over we went for a hike. Mrs. L. was going to take us. Miss E. came too. We went to the air tree. The air tree is a huge tree that there is a hole in it and if you stick your hand in the hole air will come out. Then we went to the beach. It has sand on it and shell's. Also theres a river. After that we went over a big steep hill and there was a small river too so we crossed the river, climbed the hill, and made it to the top. After that we went back to camp and ate lunch. The few hours later all the girls were playing games. Then we ate super. A little bit later we got ready for bed and HAD A PARTY IN OUR ROOM!!!! But After all that stuff we fell asleep and had a great dream. In the morning we got packed up and left and that was a REALLY FUN TIME!! That's the end so . . . TATA FOR NOW!! Oh did I say that I had a really fun time. I did didn't I. So . . . SO LONG!!

Writing Applications

Score Point 5

The following list describes a writing sample (shown on the next page) that earns a **Score Point 5** using the *ISTEP+* Writing Applications Rubric.

This sample

- stays focused on the task (i.e., tells a story about two sisters playing games together at home).
- provides some in-depth information (e.g., *She walked back to the table and sat down. [""] Now what do [you] want to play [?"] I asked her. [""] I don't know [.] what [What] do you want to play [?"] she asked me. let's ["Let's] play our brats [Bratz] game. [""] [""] We are missing some pieces to that [.]*), but with fewer details and less development than would be found in a Score Point 6 paper.
- is organized logically and sequentially, providing a short introduction to the sisters (e.g., *Hi [.,] my name is B. I like to play. My sister always wants to play with me*), progressing to a description of how the sisters enjoy playing checkers and Bratz games together, and ending with a quick summary of how much fun the girls had. The writing sample becomes stronger as it moves along.
- uses mostly common words but does so effectively (e.g., *I rolled [my] eyes. [""] Let's play something else [.,] I siad [said]. [""] Can we just play one more time? [""] She [she] asked. Ok Ok I siad one more time ["Okay, Okay," I said, "one more time."]*).
- contains abrupt shifts in dialogue that detract slightly from the fluency of the writing. Overall, however, the narrative is easy to follow.
- shows an attempt at higher-level writing by recounting most of the story in dialogue.
- displays a good sense of audience (e.g., *[""] Oh ya [!] Oh ya [!"] she siad [said] in a happy voice. [""] I won [!] I won [!] It's my birthday [.,] uh huh uh hu [huh!"] she [She] did a dance around the room. I started to laugh. [""] Your [You're] funny [.,] I said [.]*).

NOTE: A Score Point 5 paper may have many of the same characteristics as a Score Point 6 paper. The difference between a Score Point 6 paper and a Score Point 5 paper is often the degree of in-depth development and the use of supporting details.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has several beginning capitalization errors (e.g., *thank you ["Thank you,"] she said; let's ["Let's] play our brats [Bratz] game. [""]*; *let's ["Let's] play our other brat's [Bratz] game. [""]*) that are not associated with the run-on sentences cited below and one error in the capitalization of a proper noun (e.g., *brats [Bratz] game*).
- has no errors in ending punctuation, except in the case of the run-on sentences cited below.
- has one subject and verb agreement error (e.g., *One time [.,] we was [were] playing checkers [.,] and I won [.,] but she siad [said] she just let me win*).
- has a few grade-level spelling errors (e.g., *siad [said], anwser [answer]*).
- has several run-on sentences (e.g., *[""] I don't know [.] what [What] do you want to play [?"] she asked me; We played and played [.] finally at the the end [Finally at the end,] I had won; My sister didn't anwser [answer] me [.] she [She] was asleep*) but no sentence fragments.

Title: _____

Hi my name is B. I like to play. My sister always wants to play with me. Most of the time we play checkers. One time we was playing checkers and I won but she siad she just let me win. I rolled eyes. Let's play something else I siad. Can we just play one more time? She asked. OK OK I siad one more time. And that time she really won! Oh ya Oh ya she siad in a happy voice. I won I won It's my birthday uh huh uh hu she did a dance around the room. I started to laugh. Your funny I said thank you she said. She walked back to the table and sat down. Now what do want to play I asked her. I don't know what do you want to play she asked me. let's play our brats game. We are missing some pieces to that. OK I siad. let's play our other brat's game. Ok she siad. We played and played finally at the the end I had won. That was a really long game. I said. My sister didn't anwser me she was asleep. I laughed and sat down. We had a really fun time playing in our house.

The End.

Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Writing Applications Rubric.

This sample

- stays mostly focused on the task (i.e., tells a story about playing summer baseball).
- provides relevant ideas, but in a list-like fashion; the development of each idea is brief, and the writer makes use of a few basic transitions to string these ideas together (e.g., *One time [,] my team mate [teammate] J. hit a grad [grand] slam [,] and he bent his bat. One time [,] we won by 24 to 15. At the end of the year [,] every body [everybody] on my team got a trophe [trophy]*).
- has a logical progression of ideas, but a weak organizational structure. Although the writing sample includes a well-defined ending, both the beginning and the middle tend to wander.
- includes vocabulary that is grade-level appropriate.
- is easy to read but is characterized by repetitive sentence patterns (e.g., *My nummber [number] was 5. My team color was purple; When I would win [,] my coch [coach] would buy my team each a hot dog; When I hit the ball [,] my mom would clap like crazy*).
- shows some sense of audience and voice (e.g., *When I hit the ball [,] my mom would clap like crazy*).

NOTE: A Score Point 4 paper represents a good performance. One factor that differentiates a Score Point 4 paper from Score Point 6 and Score Point 5 papers is the development of ideas and content. A Score Point 4 paper frequently has a list-like quality and does not have the clear organization of the Score Point 6 and Score Point 5 papers.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization and no errors in the capitalization of proper nouns.
- has no errors in ending punctuation.
- has no subject and verb agreement errors.
- includes a number of grade-level spelling errors (e.g., *nummber [number], coch [coach], cecher [catcher], picher [pitcher], grad [grand], every body [everybody], comeing [coming]*).
- contains no run-on sentences and no sentence fragments.

NOTE: In holistic scoring, the reader gives the paper the score point that best describes the **overall performance**. A Score Point 4 paper may have a few errors; however, the overall performance demonstrates a **very good** command of English skills.

Title: Fun times

Last summer I played baseball. My nummber was 5.

My team color was purple. When I would win my coch

would buy my team each a hot dog. I was a cecher and

sometimes a picher. When I hit the ball my mom would

clap like crazy. One time my team mate J. hit a grad slam

and he bent his bat. One time we won by 24 to 15. At the

end of the year every body on my team got a trophe. My

mom and dad were so proud of me. After that my coch

had a swimming pool party. She wants me to come back

next year. I never knew that baseball was so fun. I hope

I go back this comeing summer.

Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Writing Applications Rubric.

This sample

- accomplishes the task and stays minimally focused (i.e., tells about fun things the narrator did over the summer).
- provides minimal information about the events of the summer (e.g., 1. [One] *thing I did over the summer was go to the Water-park* [water park.]; Number 2. *things* [The second thing] *I did was get a new Trampilien* [trampoline]). The writer's only attempt at development is in the middle of the response, which contains a brief description of jumping on the trampoline.
- progresses in a logical sequence.
- contains some sentence variety but mainly uses simple sentence patterns.
- demonstrates a limited but effective vocabulary.
- displays a consistent voice and awareness of audience. Sometimes, the writer speaks directly to the reader (e.g., *And do you even Know* [know] *how much I juped* [jumped] *on that thing* [?] *I jumped untell* [until] *I ran out of breth* [breath.]). The writer also shows enthusiasm (e.g., *man* [Man,] *I had a blast on that thing* [,] *and I still have it* [.]).

NOTE: The word **minimal** is often associated with a Score Point 3 paper. A Score Point 3 paper, like a Score Point 4 paper, has a list-like quality. However, a Score Point 4 paper provides some detail and in-depth information, while the Score Point 3 paper shows little or no development of ideas.

Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has one error in beginning capitalization (e.g., 1. [One] *thing I did over the summer was go to the Water-park* [water park.]) that is not associated with the run-on sentences cited below.
- has correct ending punctuation, except in the case of the run-on sentences cited below.
- has correct subject and verb agreement.
- has many spelling errors in proportion to its overall length (e.g., *cors* [course], *staded* [stayed], *omost* [almost], *ho "lilll"* [whole], *untell* [until], *breth* [breath], *foces* [folks]).
- has two, long run-on sentences (e.g., 1. [One] *thing I did over the summer was go to the Water-park* [water park.] *of cors I staded there omost the ho "lilll" summer* [Of course, I stayed there almost the whole summer]; *And do you even Know* [know] *how much I juped* [jumped] *on that thing* [?] *I jumped untell* [until] *I ran out of breth* [breath.] *man* [Man,] *I had a blast on that thing* [,] *and I still have it* [.]) but no sentence fragments.

NOTE: In a Score Point 3 paper, errors do not impede the flow of communication; the writer's meaning is not seriously obscured by language conventions errors.

Title: Fun Times

I want to tell you about fun things I did over the

summer. 1. thing I did over the summer was go to

the Water-park of cors I staded there omost the

ho"llll" summer. Number 2. things I did was get a new

Trampilien. And do you even Know how much I juped on

that thing I jumped untell I ran out of breth man I had

a blast on that thing and I still have it. Thats all foces.

don, don, "dooooon."

Hey "dingding" it's Lunch time.

Writing Applications

Score Point 2

The following list describes a writing sample (shown below) that earns a **Score Point 2** using the *ISTEP+* Writing Applications Rubric.

This sample

- less than minimally accomplishes the task. The writer makes a clear statement about something that is fun to do (i.e., playing at the school playground) but does not elaborate on this choice.
- provides only two relevant details (e.g., *There is a play set [.] I maneLy [mainly] like it decus [because] I have a Ball wich [ball, which] means a fun time*).
- consists of a few related sentences, though the response is too brief to establish a clear beginning, middle, or ending.
- uses only basic vocabulary.
- includes some sentence variety.
- displays little sense of audience.

NOTE: On the positive side, the Score Point 2 paper communicates some ideas. However, the overall lack of writing development and sentence construction skills limits the student's ability to communicate these ideas effectively.

Language Conventions

Score Point 2

The following list describes a writing sample (shown below) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization and no errors in the capitalization of proper nouns.
- has no errors in ending punctuation, except in the case of the run-on sentence cited below.
- has no errors in subject and verb agreement.
- contains a number of grade-level spelling errors (e.g., *Lite* [like], *playgrwn* [playground], *maneLy* [mainly], *decus* [because], *wich* [which]).
- includes one run-on sentence (e.g., *There is a play set [.] I maneLy [mainly] like it decus [because] I have a Ball wich [ball, which] means a fun time*) but no sentence fragments.

NOTE: In this typical Score Point 2 paper, errors are frequent. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication.

Title: PlayGrwn

I Lite to play at the school playgrwn. It is

something I Lite to Do. There is a play set I maneLy

like it decus I have a Ball wich means a fun time.

Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Writing Applications Rubric.

This sample

- attempts some focus on the task, but mostly repeats the prompt.
- shows no evidence of development.
- offers a very brief and obvious beginning (e.g., *I like fue time* [fun times]), but no real middle or ending.
- contains a limited and simple vocabulary.
- exhibits difficulty in forming complete sentences.
- displays no sense of audience.

NOTE: Score Point 1 is the lowest score point. It is important to note that even at this level the student conveys some meaning. Problems with sentence formation and development of ideas may seriously compromise meaning.

Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization.
- has errors in ending punctuation that result from the one run-on sentence.
- has no errors in subject and verb agreement.
- misspells two grade-level words (e.g., *fue* [fun], *ise* [is]).
- consists of a single run-on sentence.

NOTE: In this typical Score Point 1 paper, errors are frequent and of a wide variety in a brief sample of writing.

Title: Fun times

I like fue time is the move fue thing I can do

do you like fun times I do you like fue times ise

play and have fun.

INTRODUCTION TO THE MATHEMATICS APPLIED SKILLS SECTION

The applied skills section that students responded to this past fall in Grade 3 allowed the students to demonstrate their understanding of Mathematics in a variety of ways, such as utilizing punchout tools, explaining a solution, drawing a picture, or making a table or graph.

STRUCTURE

The applied skills section for Grade 3 Mathematics appeared in Test 6.

SCORING

Each open-ended question was scored according to its own rubric. A rubric is a description of student performance that clearly articulates the requirements for each of the score points. Scoring rubrics are essential because they ensure that all papers are scored objectively. Each rubric for this administration of the *ISTEP+* Grade 3 Mathematics assessment has a maximum score of two or three score points.

NOTE: Images of the questions and student work have been reduced to fit the format of this guide. As a result, figures and diagrams in measurement questions will appear smaller in this guide than in the actual test book.

Rubrics are established prior to testing to describe the performance criteria for each score point. The performance criteria determine the number of score points possible for each question. This process ensures that all responses are judged objectively.

1. Students should not be penalized for omitting:

- degree symbols
- dollar signs (\$) or cent signs (¢)
- zeros for place holders; for example, either 0.75 or .750 could be used
- labels for word problems; for example, *miles*

NOTE: Students WILL be penalized for use of incorrect labels.

2. Students should not be penalized for:

- spelling or grammar errors
- using abbreviations; for example, *ft* or *feet* could be used

3. Students should be given credit for:

- entries in the workspace that indicate understanding of a complete process even if the response on the answer line is incorrect (i.e., the student would receive partial credit for questions with rubrics that allow for scoring the work)
- answers not written on the answer line; for example, an answer could be given in the workspace or in the explanation (however, in some cases, because of the multiple calculations in the workspace, placement of an answer on the answer line is necessary to determine which response the student intended). Students WILL be penalized for incorrect answers written on the answer line even if the correct answer appears in the workspace.

4. Students should be given credit for:

- bar graphs with bars of any width
- bar graphs with either horizontal or vertical bars
- circle graphs with data presented in any order
- line graphs only if lines connect the points

CONDITION CODES

If a response is unscorable, it is assigned one of the following condition codes:

- A Blank/No response/Refusal
- B Illegible
- C Written predominantly in a language other than English
- D Insufficient response/Copied from text

MATHEMATICS

GRADE 2 INDIANA ACADEMIC STANDARDS

☐ **Number Sense**

Students understand the relationships among numbers, quantities, and place value in whole numbers up to 100. They understand that fractions may refer to parts of a set and parts of a whole.

☐ **Computation**

Students solve simple problems involving addition and subtraction of numbers up to 100.

☐ **Algebra and Functions**

Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.

☐ **Geometry**

Students identify and describe the attributes of common shapes in the plane and of common objects in space.

☐ **Measurement**

Students understand how to measure length, temperature, capacity, weight, and time in standard units.

☐ **Problem Solving**

Students make decisions about how to set up a problem. Students solve problems and justify their reasoning.

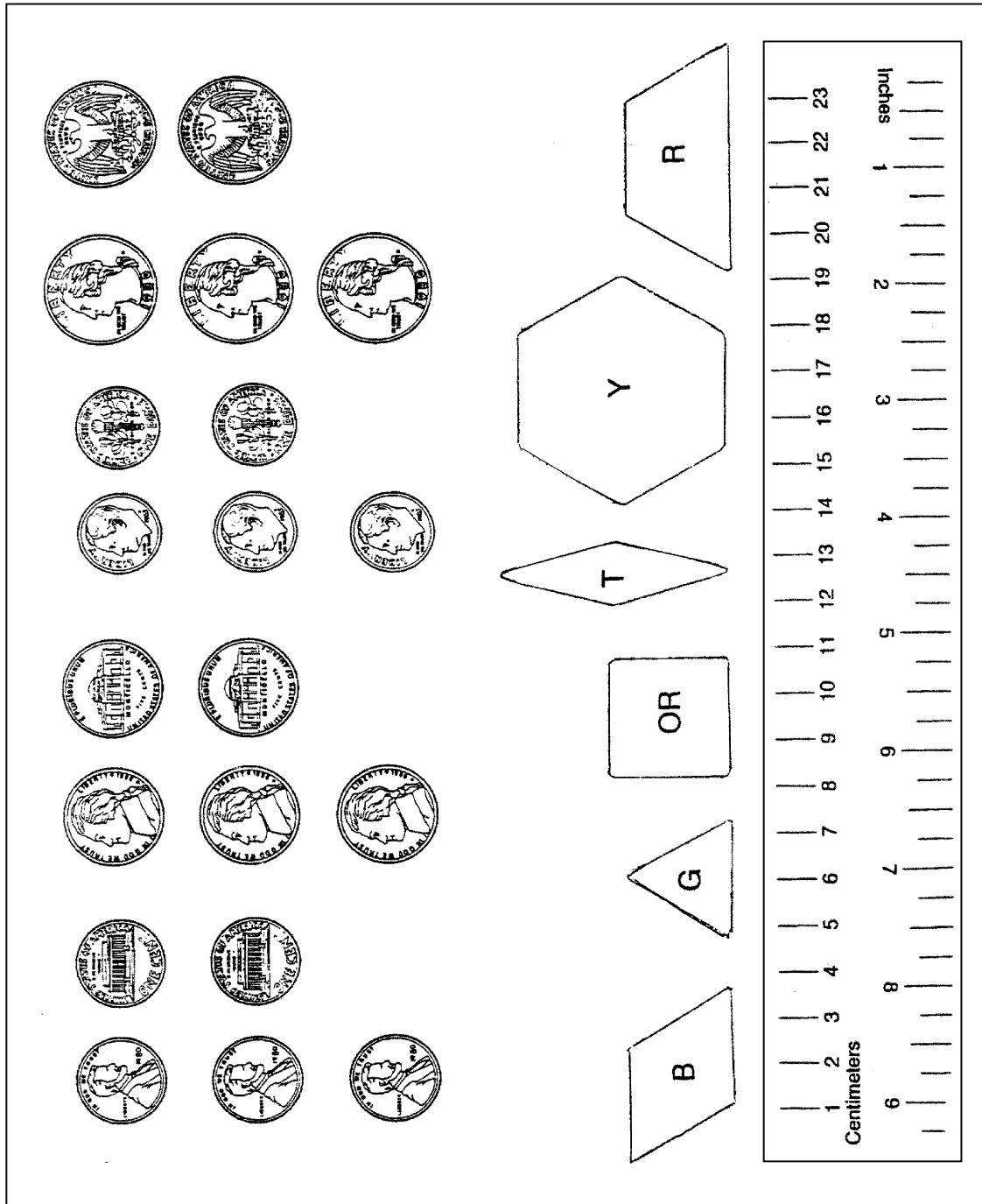
Problem Solving is identified as a Process Skill in the Indiana Academic Standards. To ensure that the *ISTEP+* questions that assess this Process Skill are grade-appropriate and that the questions use skills that are contained in the standards, these questions are developed by including at least two different indicators from Content Skills in addition to the indicator from the Process Skill. Some of the Content Standards included in the Content Skills are Computation, Geometry, and Algebra. The additional indicators may be from the same or different Content Skills.

The Content Skills used for each of the Process Skill questions in the Grade 3 applied skills section are shown in the following chart.

PROCESS SKILL QUESTIONS

Question	Process Skill	Content Skills <i>Item may map to more than one indicator in a standard.</i>
Test 6		
2	Problem Solving	Computation, Measurement
4	Problem Solving	Number Sense, Algebra and Functions
5	Problem Solving	Number Sense, Computation
6	Problem Solving	Number Sense, Measurement
7	Problem Solving	Computation, Computation

ISTEP+ GRADE 3 MANIPULATIVES



Test 6—Question 1: Number Sense

1 Look at the list of numbers below.

31, 22, 67, 61, 54

Which number in the list is the GREATEST?

Answer _____

Which number in the list is the LEAST?

Answer _____

On the line below, order the numbers in the list from LEAST to GREATEST.

Answer _____, _____, _____, _____, _____

Exemplary Response:

- 67
- AND
- 22
- AND
- 22, 31, 54, 61, 67

Rubric:

- | | |
|-----------------|------------------------|
| 2 points | Exemplary response |
| 1 point | Two correct components |
| 0 points | Other |

Test 6—Question 1
Score Point 2

This response matches the exemplary response contained in the rubric. The student gives three correct components. The response receives a Score Point 2.

SCORE POINT 2

1 Look at the list of numbers below.

~~31~~, ~~22~~, ~~67~~, ~~61~~, ~~54~~

Which number in the list is the GREATEST?

Answer 67

Which number in the list is the LEAST?

Answer 22

On the line below, order the numbers in the list from LEAST to GREATEST.

Answer 22, 31, 54, 61, 67

SCORE POINT 1

- 1** Look at the list of numbers below.

~~31~~, ~~22~~, ~~67~~, ~~61~~, ~~54~~

Which number in the list is the GREATEST?

Answer 61

Which number in the list is the LEAST?

Answer 22

On the line below, order the numbers in the list from LEAST to GREATEST.

Answer 22, 31, 54, 61, 67

Test 6—Question 1 Score Point 1

This response contains two correct components. The student gives an incorrect answer for the greatest number. Therefore, this response receives a Score Point 1.

Test 6—Question 1
Score Point 0

This response is incorrect. The student gives only one correct component. Therefore, this response receives a Score Point 0.

SCORE POINT 0

1 Look at the list of numbers below.

31, 22, 67, 61, 54

Which number in the list is the GREATEST?

Answer 67

Which number in the list is the LEAST?

Answer 31

On the line below, order the numbers in the list from LEAST to GREATEST.

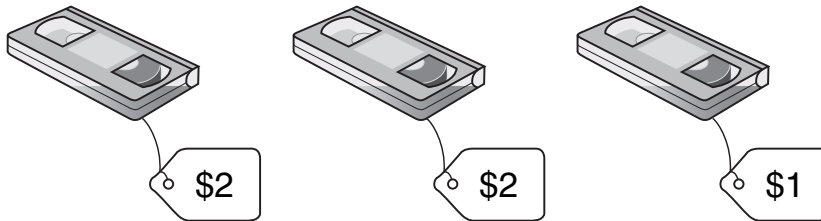
Answer 31, 67, 22, 61, 54

Test 6—Question 2: Problem Solving

2 William has the money shown below.



He wants to buy the videos shown below at a yard sale with his money.



What is the GREATEST number of videos William can buy with his money?

Answer _____ videos

How many MORE \$1 bills does William need to buy all 3 videos?

Show All Work

Answer _____ \$1 bills

Exemplary Response:

- 2

AND

- 2

AND

- Correct complete process

Sample Process:

- $2 + 2 + 1 = 5$

$$5 - 3 = 2$$

OR

- Other valid process

Rubric:

3 points Exemplary response

2 points Two correct components

1 point One correct component

0 points Other

SCORE POINT 3

- 2** William has the money shown below.



He wants to buy the videos shown below at a yard sale with his money.



\$2



\$2



\$1

What is the GREATEST number of videos William can buy with his money?

Answer 2 videos

How many MORE \$1 bills does William need to buy all 3 videos?

Show All Work

$$\begin{array}{r} 2 \\ +2 \\ \hline 1 \\ 5 \end{array} \quad \begin{array}{r} 5 \\ -3 \\ \hline 2 \end{array}$$

Answer 2 \$1 bills

Test 6—Question 2 Score Point 3

This response matches the exemplary response contained in the rubric. The student gives a correct first answer, a correct second answer, and shows a correct complete process. The response receives a Score Point 3.

Test 6—Question 2
Score Point 2

This response shows two correct components. In the first part of the question, the student gives an incorrect answer of 3 videos. However, the student correctly answers the second part of the question and shows a correct complete process. Therefore, this response receives a Score Point 2.

SCORE POINT 2

2 William has the money shown below.



He wants to buy the videos shown below at a yard sale with his money.



\$2



\$2



\$1

What is the GREATEST number of videos William can buy with his money?

Answer 3 videos

How many MORE \$1 bills does William need to buy all 3 videos?

Show All Work

$$\begin{array}{r} 3 \\ +2 \\ \hline 5 \end{array} \quad \begin{array}{r} 5 \\ -3 \\ \hline 2 \end{array}$$

Answer 2 \$1 bills

SCORE POINT 1

2 William has the money shown below.



He wants to buy the videos shown below at a yard sale with his money.



\$2



\$2



\$1

What is the GREATEST number of videos William can buy with his money?

Answer 2 videos

How many MORE \$1 bills does William need to buy all 3 videos?

Show All Work

$$5 - 1 = 4$$

Answer 4 \$1 bills

Test 6—Question 2 Score Point 1

This response shows only one correct answer. In the second part of the question, the student shows an invalid process resulting in an incorrect answer. Therefore, this response receives a Score Point 1.

Test 6—Question 2
Score Point 0

This response shows three incorrect components. Therefore, this response receives a Score Point 0.

SCORE POINT 0

2 William has the money shown below.



He wants to buy the videos shown below at a yard sale with his money.



\$2



\$2



\$1

What is the GREATEST number of videos William can buy with his money?

Answer 5 videos

How many MORE \$1 bills does William need to buy all 3 videos?

Show All Work

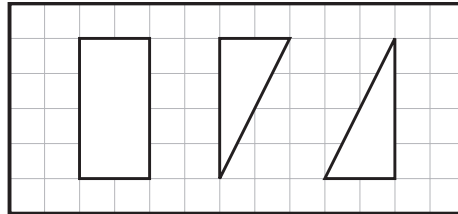
\$1.00
\$1.00
\$1.00
\$2.00
\$2.00
\$1.00

\$10.00

Answer 10.00 \$1 bills

Test 6—Question 3: Geometry

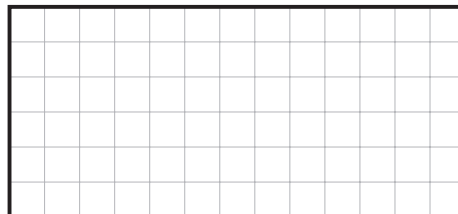
- 3** Kara cut a square into the 3 shapes shown on the grid below.



On the line below, write the names of the shapes Kara made.

Answer _____

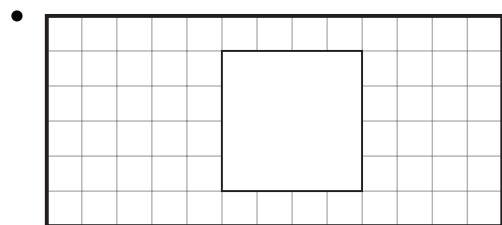
On the grid below, draw a picture of the square Kara used to make the shapes.



Exemplary Response:

- rectangle, triangle, triangle

AND



Rubric:

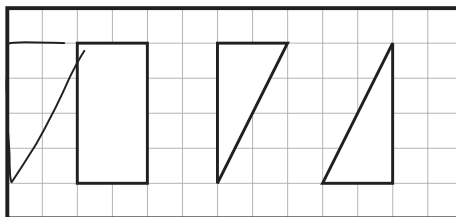
2 points	Exemplary response
1 point	One correct component
0 points	Other

Test 6—Question 3
Score Point 2

This response matches the exemplary response contained in the rubric. The student correctly names the three shapes and then correctly draws a square using the same three shapes. The response receives a Score Point 2.

SCORE POINT 2

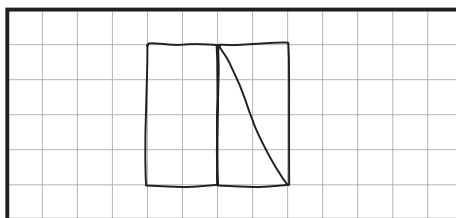
- 3** Kara cut a square into the 3 shapes shown on the grid below.



On the line below, write the names of the shapes Kara made.

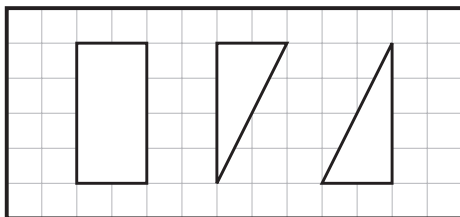
Answer rectangle, triangle, triangle

On the grid below, draw a picture of the square Kara used to make the shapes.



SCORE POINT 1

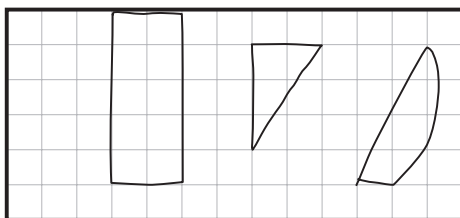
- 3** Kara cut a square into the 3 shapes shown on the grid below.



On the line below, write the names of the shapes Kara made.

Answer rectangel, two tringals

On the grid below, draw a picture of the square Kara used to make the shapes.



Test 6—Question 3 Score Point 1

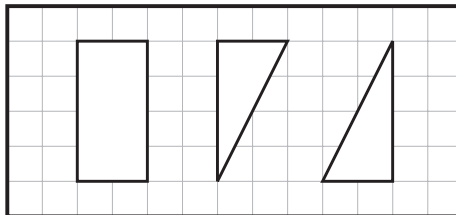
This response shows the three shapes correctly named. However, the student redraws the shapes incorrectly on the grid and does not show how they form a square. Therefore, this response receives a Score Point 1.

Test 6—Question 3
Score Point 0

This response is incorrect. The student classifies one of the shapes incorrectly and does not show how the original shapes would combine to form a square. Therefore, this response receives a Score Point 0.

SCORE POINT 0

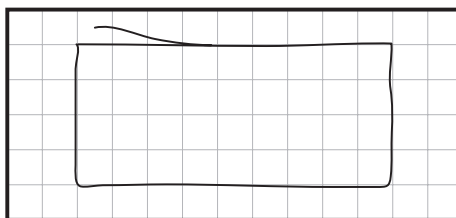
- 3** Kara cut a square into the 3 shapes shown on the grid below.



On the line below, write the names of the shapes Kara made.

Answer Traingl Traingl octgone

On the grid below, draw a picture of the square Kara used to make the shapes.



Test 6—Question 4: Problem Solving

- 4** Jason is doing his math homework. He finishes one math problem every ten minutes. Use this information to complete the table below.

Math Homework

Time (in minutes)	Number of Problems
10	1
20	2
30	3
40	
50	

How many minutes will Jason take to finish 10 math problems?

Answer _____ minutes

On the lines below, use words and numbers to **EXPLAIN** how you found the number of minutes Jason will take to finish 10 math problems.

Exemplary Response:

- Math Homework

Time (in minutes)	Number of Problems
10	1
20	2
30	3
40	4
50	5

AND

- 100 minutes

AND

- I counted by tens.

OR

- I doubled 50 to get 100.

OR

- Other valid explanation

Rubric:

2 points Exemplary response

1 point Two correct components

0 points Other

SCORE POINT 2

- 4** Jason is doing his math homework. He finishes one math problem every ten minutes. Use this information to complete the table below.

Math Homework

Time (in minutes)	Number of Problems
10	1
20	2
30	3
40	4
50	5

How many minutes will Jason take to finish 10 math problems?

Answer 100 minutes

On the lines below, use words and numbers to EXPLAIN how you found the number of minutes Jason will take to finish 10 math problems.

I counted by 10's until I have reached ten on my
fingers, and the I got the answer of 100.

Test 6—Question 4 Score Point 2

This response matches the exemplary response contained in the rubric. The student correctly completes the table, gives a correct answer of 100, and gives a valid explanation. The response receives a Score Point 2.

Test 6—Question 4
Score Point 1

This response contains two correct components. The student correctly completes the table and gives a correct answer. However, the explanation given is not valid for the question. Therefore, this response receives a Score Point 1.

SCORE POINT 1

- 4** Jason is doing his math homework. He finishes one math problem every ten minutes. Use this information to complete the table below.

Math Homework

Time (in minutes)	Number of Problems
10	1
20	2
30	3
40	4
50	5

How many minutes will Jason take to finish 10 math problems?

Answer 100 minutes

On the lines below, use words and numbers to EXPLAIN how you found the number of minutes Jason will take to finish 10 math problems.

I got my answer by using 5 more minutes.

SCORE POINT 0

- 4** Jason is doing his math homework. He finishes one math problem every ten minutes. Use this information to complete the table below.

Math Homework

Time (in minutes)	Number of Problems
10	1
20	2
30	3
40	4
50	5

How many minutes will Jason take to finish 10 math problems?

Answer 50 minutes

On the lines below, use words and numbers to EXPLAIN how you found the number of minutes Jason will take to finish 10 math problems.

50 minutes because he has to take hes time.

**Test 6—Question 4
Score Point 0**

This response shows one correct component. The student correctly completes the table. However, the answer on the line and the explanation are incorrect. Therefore, this response receives a Score Point 0.

Test 6—Question 5: Problem Solving

- 5** Teri had the set of flower pots shown below.



Teri gave $\frac{2}{5}$ of the set to a friend and sold the rest of the flower pots for \$8 each.

How much money did Teri earn from the flower pots she sold?

Show All Work

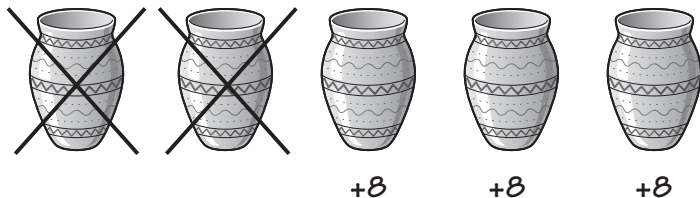
Answer \$ _____

Exemplary Response:

- \$24.00
- AND
- Correct complete process

Sample Process:

•



$$8 + 8 = 16$$

$$16 + 8 = 24$$

OR

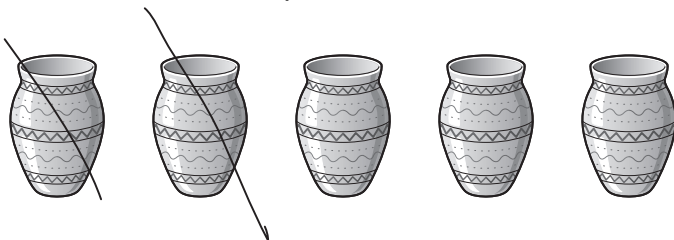
- Other valid process

Rubric:

- | | |
|-----------------|---|
| 3 points | Exemplary response |
| 2 points | Correct answer only |
| | OR |
| | Correct complete process; error in computation |
| 1 point | Correct process for determining the number of pots to be sold |
| 0 points | Other |

SCORE POINT 3

- 5** Teri had the set of flower pots shown below.



Teri gave $\frac{2}{5}$ of the set to a friend and sold the rest of the flower pots for \$8 each.

How much money did Teri earn from the flower pots she sold?

Show All Work

$$\begin{array}{r} 8 \\ 8 \\ +8 \\ \hline = 24 \end{array}$$

Answer \$ 24 \$

**Test 6—Question 5
Score Point 3**

This response matches the exemplary response contained in the rubric. The student gives a correct answer of \$24 and shows a correct complete process. The response receives a Score Point 3.

Test 6—Question 5
Score Point 2

This response shows a correct complete process. However, an error in computation leads to an incorrect answer on the line. Therefore, this response receives a Score Point 2.

SCORE POINT 2

- 5** Teri had the set of flower pots shown below.



Teri gave $\frac{2}{5}$ of the set to a friend and sold the rest of the flower pots for \$8 each.

How much money did Teri earn from the flower pots she sold?

Show All Work


 $\$8 + \$8 + \$8 = \22

Answer \$ 22

SCORE POINT 1

- 5** Teri had the set of flower pots shown below.



Teri gave $\frac{2}{5}$ of the set to a friend and sold the rest of the flower pots for \$8 each.

How much money did Teri earn from the flower pots she sold?

Show All Work



Answer \$ 3

**Test 6—Question 5
Score Point 1**

This response shows a correct process for determining the number of pots to be sold. However, the student does not continue to find the total amount of money earned from the sale of the pots. Therefore, this response receives a Score Point 1.

Test 6—Question 5
Score Point 0

This response shows an invalid process. The student takes the three numbers listed in the question and adds them together. Therefore, this response receives a Score Point 0.

SCORE POINT 0

- 5** Teri had the set of flower pots shown below.



Teri gave $\frac{2}{5}$ of the set to a friend and sold the rest of the flower pots for \$8 each.

How much money did Teri earn from the flower pots she sold?

Show All Work

$$\begin{array}{r} 2 \\ 5 \\ +8 \\ \hline 15 \end{array}$$

Answer \$ 15

Test 6—Question 6: Problem Solving

- 6** Sara makes birthday cards. She takes 1 hour to make 5 cards. Tuesday, Sara made 25 cards. Wednesday, she started at 10 A.M. and finished at 2 P.M.

How many cards did Sara make altogether on Tuesday and Wednesday?

Show All Work

Answer _____ cards

Exemplary Response:

- 45 cards
- AND
- Correct complete process

Sample Process:

- 10 to 11 = 1 hour 5 cards
 - 11 to 12 = 1 hour 5 cards
 - 12 to 1 = 1 hour 5 cards
 - 1 to 2 = 1 hour 5 cards
- 5, 10, 15, 20
- $$20 + 25 = 45$$

OR

- Other valid process

Rubric:

- 2 points** Exemplary response
- 1 point** Correct answer only
- OR
- Correct complete process; error in computation
- OR
- Correct process for determining the number of cards made on Wednesday
- 0 points** Other

Test 6—Question 6
Score Point 2

This response matches the exemplary response contained in the rubric. The student gives a correct answer and shows a correct complete process. The response receives a Score Point 2.

SCORE POINT 2

- 6** Sara makes birthday cards. She takes 1 hour to make 5 cards. Tuesday, Sara made 25 cards. Wednesday, she started at 10 A.M. and finished at 2 P.M.

How many cards did Sara make altogether on Tuesday and Wednesday?

Show All Work

$$\begin{array}{r} 5, 10, 15, 20 \quad 25 \\ + 20 \\ \hline 45 \end{array}$$

Answer 45 cards

Test 6—Question 6
Score Point 1

This response contains a correct complete process. However, there is a computation error when adding that leads to an incorrect answer. Therefore, this response receives a Score Point 1.

SCORE POINT 1

- 6** Sara makes birthday cards. She takes 1 hour to make 5 cards. Tuesday, Sara made 25 cards. Wednesday, she started at 10 A.M. and finished at 2 P.M.

How many cards did Sara make altogether on Tuesday and Wednesday?

Show All Work

$$\begin{array}{r} 1 \\ 25 \\ + 20 \\ \hline 55 \end{array}$$

Answer 55 cards

SCORE POINT 0

- 6** Sara makes birthday cards. She takes 1 hour to make 5 cards. Tuesday, Sara made 25 cards. Wednesday, she started at 10 A.M. and finished at 2 P.M.

How many cards did Sara make altogether on Tuesday and Wednesday?

Show All Work

$$\begin{array}{r} 10:00 \\ - 2:00 \\ \hline 12:00 \end{array} \begin{array}{r} 5:00 \\ + 12:00 \\ \hline 17:00 \end{array}$$

Answer 85 cards

**Test 6—Question 6
Score Point 0**

This response is incorrect. The student shows an invalid process for this question. Therefore, this response receives a Score Point 0.

Test 6—Question 7: Problem Solving

- 7** Look at the number sentence below.

$$23 + 39 = 82$$

The answer to the number sentence is INCORRECT. On the lines below, explain how an ESTIMATE would show that the answer is INCORRECT.

What is the CORRECT answer to the number sentence?

Show All Work

Answer _____

Exemplary Response:

- 23 is about 20, and 39 is about 40,
 $20 + 40 = 60$, 60 is not close to 82 so the
answer is INCORRECT

OR

- Other valid explanation

AND

- 62

AND

- Correct complete process

Sample Process:

- $$\begin{array}{r} 23 \\ +39 \\ \hline 62 \end{array}$$

Rubric:

3 points Exemplary response

2 points Two correct
components

1 point One correct
component

OR

Correct complete
process; error in
computation

0 points Other

Test 6—Question 7
Score Point 3

This response matches the exemplary response contained in the rubric. The student gives a valid explanation, shows a correct complete process, and gives the correct answer. The response receives a Score Point 3.

SCORE POINT 3

7 Look at the number sentence below.

$$23 + 39 = 82$$

The answer to the number sentence is INCORRECT. On the lines below, explain how an ESTIMATE would show that the answer is INCORRECT.

$23 + 39 = 20 + 40 = 60$. 82 does not round to 60,
it rounds to 80.

What is the CORRECT answer to the number sentence?

Show All Work

$$\begin{array}{r} 1 \\ 23 \\ + 39 \\ \hline 62 \end{array}$$

Answer 62

SCORE POINT 2

7 Look at the number sentence below.

$$23 + 39 = 82$$

The answer to the number sentence is INCORRECT. On the lines below, explain how an ESTIMATE would show that the answer is INCORRECT.

You could make it go up and down.

What is the CORRECT answer to the number sentence?

Show All Work

$$\begin{array}{r} 23 \\ + 39 \\ \hline 62 \end{array}$$

Answer 62

**Test 6—Question 7
Score Point 2**

This response shows two correct components. The student gives a correct answer of 62 and shows a correct complete process. However, the explanation given is not valid. Therefore, this response receives a Score Point 2.

Test 6—Question 7
Score Point 1

This response shows only one correct component. The explanation does not estimate the answer to the number sentence. The student shows a correct answer on the answer line, but no process is shown. Therefore, this response receives a Score Point 1.

SCORE POINT 1

7 Look at the number sentence below.

$$23 + 39 = 82$$

The answer to the number sentence is INCORRECT. On the lines below, explain how an ESTIMATE would show that the answer is INCORRECT.

23 + 39 is not 82

What is the CORRECT answer to the number sentence?

Show All Work

Answer 62

SCORE POINT 0

- 7** Look at the number sentence below.

$$23 + 39 = 82$$

The answer to the number sentence is INCORRECT. On the lines below, explain how an ESTIMATE would show that the answer is INCORRECT.

How did you find the answer. because i aad it up.

What is the CORRECT answer to the number sentence?

Show All Work

$$23 + 36 = 56$$

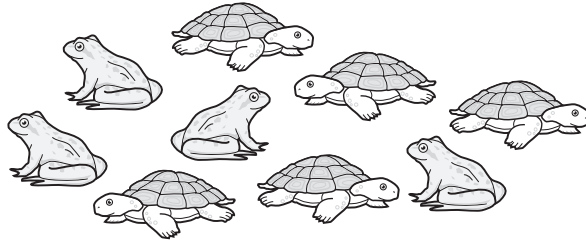
Answer 56

**Test 6—Question 7
Score Point 0**

This response is incorrect. The student gives three incorrect components. Therefore, this response receives a Score Point 0.

Test 6—Question 8: Number Sense

8 Look at the picture below.



What FRACTION of the animals in the picture are frogs?

Answer _____

What FRACTION of the animals in the picture are turtles?

Answer _____

Exemplary Response:

- $\frac{4}{9}$

AND

- $\frac{5}{9}$

Rubric:

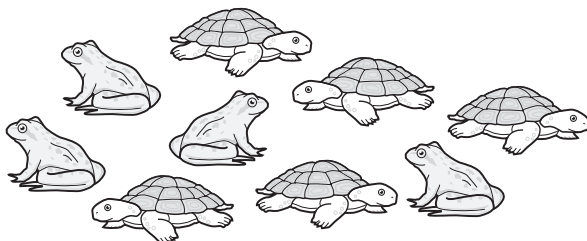
2 points Exemplary response

1 point One correct component

0 points Other

SCORE POINT 2

8 Look at the picture below.



What FRACTION of the animals in the picture are frogs?

Answer $\frac{4}{9}$

What FRACTION of the animals in the picture are turtles?

Answer $\frac{5}{9}$

**Test 6—Question 8
Score Point 2**

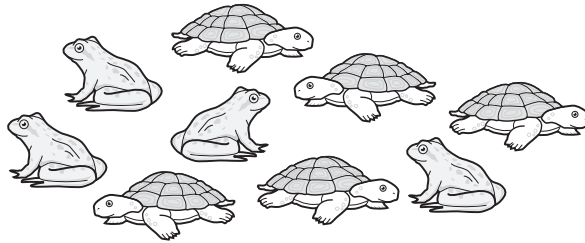
This response matches the exemplary response contained in the rubric. The student gives two correct fractions. The response receives a Score Point 2.

Test 6—Question 8
Score Point 1

This response shows only one correct component. The student shows a correct fraction for the frogs, but gives the inverse of the correct fraction for the turtles. Therefore, this response receives a Score Point 1.

SCORE POINT 1

8 Look at the picture below.



What FRACTION of the animals in the picture are frogs?

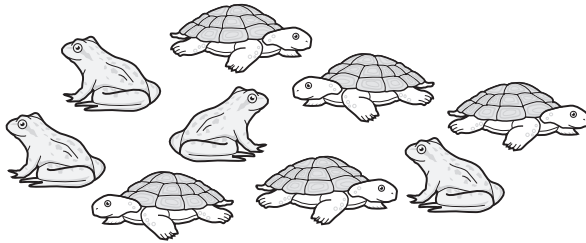
Answer $\frac{4}{9}$

What FRACTION of the animals in the picture are turtles?

Answer $\frac{9}{5}$

SCORE POINT 0

8 Look at the picture below.



What FRACTION of the animals in the picture are frogs?

Answer 9/4

What FRACTION of the animals in the picture are turtles?

Answer 9/5

**Test 6—Question 8
Score Point 0**

This response is incorrect. The student confuses the numerator and denominator in both parts of the question. Therefore, this response receives a Score Point 0.

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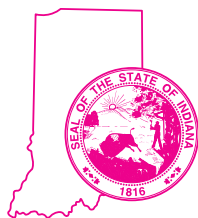
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Grade 3

English/Language Arts and Mathematics

Fall 2007

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